

## Viewing Guide for the Data DVD: *Teaching the Writer, What Students Need*

This document is a companion to the data DVD: *Teaching the Writer, What Students Need*. The purpose of this document is to assist the user in finding sections of the DVD that are most pertinent for specific instructional support. The guide shows the picture that begins each segment, the instructional level of the participant, and a summary of the segment.

### How to Use the Guide

The pictures on the guide are in chronological order as they appear in each video section. There is a glide tool at the bottom of the screen when running the data DVD that can be moved across the screen to allow navigation to any part of the video.



Place the cursor on the glide button while holding down the left mouse button and glide to the segment that you want to watch.


### Table of Contents

Using this document electronically allows you to connect to the commentary on the chapter segments by following the links. Click on the title of the chapter section you want to preview. When you want to return to the Table of Contents to view another selection, click on any of the chapter section titles within the document and you will link back to the Table of Contents.


<a href="#">Introduction to the DVD</a> Page 2						
	<i>Chapter 1</i>	<i>Chapter 2</i>	<i>Chapter 3</i>	<i>Chapter 4</i>	<i>Chapter 5</i>	
<i>Introduction Chapter</i>	<a href="#"><u>Three Types of Writing</u></a>	<a href="#"><u>Motivation</u></a>	<a href="#"><u>Prewriting</u></a>	<a href="#"><u>Writer's Craft</u></a>	<a href="#"><u>Revising &amp; Editing</u></a>	<a href="#"><u>Next Steps</u></a>
<a href="#"><u>Intro</u></a> Page: 2	<a href="#"><u>Intro</u></a> Page: 5	<a href="#"><u>Intro</u></a> Page: 9	<a href="#"><u>Intro</u></a> Page: 13	<a href="#"><u>Intro</u></a> Page: 17	<a href="#"><u>Intro</u></a> Page: 19	<a href="#"><u>Intro</u></a> Page: 23
<a href="#"><u>Importance</u></a> Page: 2	<a href="#"><u>Educators</u></a> Page: 5	<a href="#"><u>Educators</u></a> Page: 9	<a href="#"><u>Educators</u></a> Page: 13	<a href="#"><u>Educators</u></a> Page: 17	<a href="#"><u>Educators</u></a> Page: 20	<a href="#"><u>Leadership</u></a> Page: 23
<a href="#"><u>Teaching</u></a> Page: 3	<a href="#"><u>Students</u></a> Page: 6	<a href="#"><u>Students</u></a> Page: 11	<a href="#"><u>Students</u></a> Page: 14	<a href="#"><u>Students</u></a> Page: 18	<a href="#"><u>Students</u></a> Page: 21	<a href="#"><u>Preparation</u></a> Page: 24
<a href="#"><u>Indicators</u></a> Page: 4	<a href="#"><u>Classrooms</u></a> Page: 8	<a href="#"><u>Classrooms</u></a> Page: 12	<a href="#"><u>Classrooms</u></a> Page: 15	<a href="#"><u>Classrooms</u></a> Page: 19	<a href="#"><u>Classrooms</u></a> Page: 22	<a href="#"><u>Analysis</u></a> Page: 25

## Viewing Guide for *Teaching the Writer: What Students Need*







### Introduction


Look For:	Level	Summary of the Video Segment      Time: 1 minute 25 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Assistant Director Division of Curriculum	Cherry Boyles serves as moderator for this instructional DVD. The opening segment introduces the DVD, giving an overview and rationale for the tool.

### Introduction Chapter: Intro












Look For:	Level	Summary of the Video Segment      Time: 2 minute 22 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Assistant Director Division of Curriculum	Cherry gives an overview of the content of the following chapter videos.

### Introduction Chapter: Importance











Look For:	Level	Summary of the Video Segment      Time: 4 minute 8 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter section
 Renee Buchanan	Middle School	Renee stresses the importance of writing in a student's life and that the skills of writing must be nurtured from preschool through grade 12.
 Tim Hanner Superintendent	Superintendent	Tim shares that business and community leaders express the need for students to be prepared to be good communicators and that includes communicating in writing.
 Dewey Hensley	Principal	Dewey continues to emphasize that the ability to write well is a standard requirement in today's world regardless of job, career, or profession.
 Latishia Sparks District Curriculum Resource Teacher	District Resource Curriculum	Latishia expresses that writing is important because it gives voice to our experiences.
 Ranea Gibson	High School English	Ranea makes the point that writing requires thinking; and thinking, as well as writing, is a critical skill for success.

 Cherry Boyles JDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter section.</b>
--	---	--


## **Introduction Chapter: Teaching**

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment</b>	<b>Time: 10 minutes 26 seconds</b>
 Cherry Boyles JDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry introduces the chapter section.</b>	
 Jennifer Andes	<b>Kindergarten</b>	<b>Jennifer discusses the writer's workshop. She explains the how structure of teaching writing in kindergarten has changed to allow a higher skill level of writing for young children.</b>	
 Meredith Schroeder	<b>Primary</b>	<b>Meredith discusses how she approaches writing instruction in her primary classroom. She emphasizes the diversity of skill levels in her classroom and the development of a culture of comfort in sharing one's writing.</b>	
 Emily Reese	<b>Intermediate</b>	<b>Emily explains how she uses a holistic approach to teaching writing.</b>	
 Kelly Danhauer Intermediate Teacher	<b>Intermediate</b>	<b>Kelly emphasizes the importance of conferencing with students and giving timely feedback in order to take them to a higher competency level.</b>	
 Elizabeth Dinkins	<b>Middle School Language Arts</b>	<b>Elizabeth promotes student choice in developing the writer and scaffolding the instruction to build capacity in the writer. She also expresses that relationships are built through the sharing of writing.</b>	
 Amy Humphrey	<b>High School Language Arts</b>	<b>Amy emphasizes the connection between thinking and writing.</b>	
 Cherry Boyles JDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry provides transition to the administrator segments.</b>	
 Dewey Hensley	<b>Principal</b>	<b>Dewey discusses the importance of teaching writing rather than teaching a piece of writing. He also shares how he determines the quality of writing instruction that is occurring in a classroom.</b>	
 Tim Hanner	<b>Superintendent</b>	<b>Tim expresses his opinion about council policy regarding writing. He advises that emphasis needs to be on the process of teaching writing and targets professional development as a critical component.</b>	
 Cherry Boyles JDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter section.</b>	










## Introduction Chapter: Indicators

Look For:	Level	Summary of the Video Segment	Time: 6 minutes 16 seconds
	KDE Division of Curriculum	Cherry introduces the chapter section.	
	Primary	Meredith shares that she knows students are being successful as writers by their response to what they have written.	
	Upper Primary	Artavia Acklin feels that her students are achieving success as writers when they apply independently what they have learned about writing to new experiences.	
	Elementary Literacy Coach	Vickie explains that she knows her students are developing as writers when they can articulate about their writing.	
	Intermediate	Amy shares that when students are able to share their plan for writing with very little prompting, they are developing as a writer.	
	Middle School	Vickie shares that the excitement of the writer about what he/she is writing shows growth in the writer. Applying skills in all areas is another way students demonstrate their development as a writer.	
	Middle School Language Arts	Elizabeth recognizes that the transferring of skills from one piece of writing to another is a way that students demonstrate independence as a writer.	
	High School Language Arts	Amy expresses that she sees growth in writers when they analyze the feedback they are given about their writing and make independent decisions about that feedback.	
	Middle School Writing Specialist	Rhonda shares that students are developing as writers when they can write for a variety of purposes and audiences and in a variety of forms.	
	KDE Division of Curriculum	Cherry concludes the chapter section.	






## Chapter 1: “Three Types of Writing”: Intro

Look For:	Level	Summary of the Video Segment	Time: 1 minute 19 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Assistant Director Division of Curriculum	Cherry gives an overview of the content of the following chapter videos.	






## Chapter 1: “Three Types of Writing” Educators Section











Look For:	Level	Summary of the Video Segment	Time: 13 minutes 21 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter section.	
 Frank Coffey Middle School Social Studies	Middle School	Frank discusses the three types of writing and the purpose for each: writing to learn, writing to demonstrate learning and writing to publish. Incorporating all three types of writing in unit design is important.	
 Kelly Danhauer Intermediate Teacher	Intermediate	Kelly discusses the importance of establishing expectations for various types of writing. She stresses the importance of writing in content areas and gives examples of how she accomplishes that in her classroom.	
 Jennifer Andes	Kindergarten	Jennifer discusses ways she gives her students authentic reasons for writing. She elaborates on how kindergarten students can write in a variety of curriculum areas to demonstrate learning.	
 Eddy Bushelman Chicago	High School Social Studies	Eddy shares ways he involves his students in writing to learn, and writing to demonstrate learning.	
 Dewey Hensley	Elementary Principal	Dewey explains how writing is a significant tool for internalizing the content and for students to show what they have learned. He shares specific examples of ways to use writing for different purposes.	
 Robyn Morris	Middle School Math	Robyn discusses how students write to demonstrate learning and write to learn in her middle school math class. She requires her students to write explanations of how they got a problem right or why they got the wrong solution to the problem.	
 Vanessa Hahn	Middle School Social Studies	Vanessa’s students write their thoughts about a topic or question before a class discussion. They organize their thinking before sharing thoughts aloud. One way she requires students to write to demonstrate learning is by journaling as historical characters.	
 Victoria Bennett	Middle School Science	Victoria provides many specific examples of how students are involved in writing everyday in her science class. She shares how an increase in writing for a variety of purposes has changed the culture of her classroom to be more student-centered.	






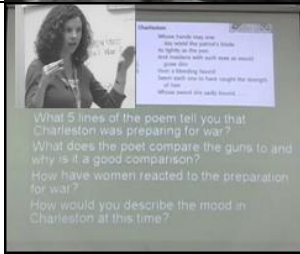



 Cherry Boyles KDE Assistant Director Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry provides transitions for the chapter section to discussions about purpose and audience.</b>
 Artavia Acklin	<b>Primary</b>	<b>Artavia discusses how she presents the ideas of purpose and audience to her primary students.</b>
 Kelly Danhauer Intermediate Teacher	<b>Intermediate</b>	<b>Kelly asks questions of her students concerning audience and purpose as they experience read alouds in her classroom.</b>
 Latishia Sparks District Curriculum Resource Teacher	<b>District Curriculum Resource Teacher</b>	<b>Latishia emphasizes the importance of using models of good writing with her students. She shares about the importance of analysis of the model with students to help them to identify and apply the concepts of purpose and audience in their own writing.</b>
 Cherry Boyles KDE Assistant Director Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry introduces the chapter section.</b>

## **Chapter 1: “Three Types of Writing” Students Section**

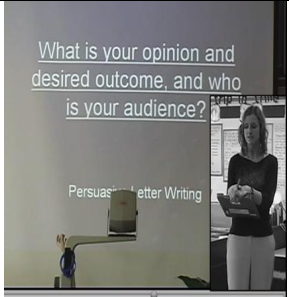



<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment    Time: 7 minutes 46 seconds</b>
 Cherry Boyles KDE Assistant Director Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry introduces the chapter section.</b>
 Artavia Acklin	<b>Primary</b>	<b>A student in Artavia Acklin’s primary class answers questions about how the writer’s notebook assists her in getting ideas that she will use in the pieces that she will write.</b>
 Lindsey	<b>Upper Primary</b>	<b>Lindsey shares how her teacher invites students to create a heart map in their writer’s notebook. She uses the ideas that were generated through the development of the heart map as topics for her writing.</b>
 Channing	<b>Middle School Science</b>	<b>Channing explains how her science teacher uses their science notebook as a tool for writing to learn.</b>
 Stacy	<b>Middle School Math</b>	<b>Stacy discusses the use of the POD (problem of the day) as a way to for her to demonstrate what she understands about concepts in her math class. Writing about the solution is a requirement in her class.</b>

 Cole	Middle School Science	Cole also refers to how the POD in his science class enhances his understanding of the content. He shares specifics of how the writing helps him learn. He also tells about how writing a response to an exit slip helps him to assess the level of his understanding.
	Middle School Science	Channing describes the use of “Thinkmarks” in science class. Thinkmarks allow students to express through writing a reaction, connection, or a question about what they are reading. She shares that it is a good way to think about what you are reading.
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry provides transition for the chapter section.
 Harper Student Jennifer Andes Kindergarten Teacher	Kindergarten	Jennifer Andes questions Harper about how she helps her reader (the audience) to understand what she has written. Harper responds to how she meets the needs of the reader by using spacing, punctuation and capitalization to make her writing easier to read.
 Bailey Intermediate Student	Intermediate	Bailey explains that it is important to think about your audience when writing so that you write in an appropriate way. She elaborates with specific examples.
 Elias	Middle School	Elias specifically discusses how the age of the audience would determine how you would choose vocabulary appropriate for your reader.
 Tanner	Middle School	Tanner continues the idea of considering the audience as he chooses how to construct a piece of writing.
 Ryan	Intermediate	Ryan responds to his teacher’s question about how he narrowed down his burning question for his article. He is led to further define his purpose for writing the article.
 Kyle High School Student	High School	Kyle shares that his purpose for writing an article on herpetology is to inform. He elaborates on why he has chosen the topic and what his audience needs from his writing.
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter section.


## Chapter 1: “Three Types of Writing” Classrooms Section

Look For:	Level	Summary of the Video Segment Time: 14 minutes 54 seconds
 Cherry Boyles DE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter section.
 POD # 48 Relay for Life Name Score A 24 8 B 28 7 C 30 6 D 32 5 Total 100 SCORES NAME	Middle School Math  Robyn Morris	Robyn uses a writing-to-learn activity to start her class. This segment of the video demonstrates the activity and shows how she guides the students to write about their solution to the assigned problem. She also shares other writing to learn activities that she uses in her math class.
	KDE Division of Curriculum	Cherry provides transition to Vanessa’s classroom segment.
 What 5 lines of the poem tell you that Charleston was preparing for war? What does the poet compare the guns to and why is it a good comparison? How have women reacted to the preparation for war? How would you describe the mood in Charleston at this time?	Middle School Social Studies  Vanessa Hahn	Vanessa begins class with an “eye opener” which requires students to analyze a poem. This segment begins with her introducing the activity to the students. She also shares other eye openers she has used to involve students in connecting the content to their thinking and writing. This strategy is a writing-to-learn activity.
	KDE Division of Curriculum	Cherry introduces Artavia’s classroom segment.
	Primary Class  Artavia Acklin	Artavia leads her primary students to consider purpose and audience. This segment provides a mini-lesson for teaching students from a variety of levels about purpose and audience. This lesson focuses on purpose and audience for poetry, but could be used to teach purpose and audience for other forms of writing.
	KDE Division of Curriculum	Cherry introduces Amy’s classroom segment.


















	<b>Intermediate Class</b>  <b>Amy Grimm</b>	<b>Amy is guiding students to consider purpose and audience as they write persuasive letters. This mini-lesson involves questioning students to think about why they are writing and analyzing the audience to see who really needs to read this letter. In this lesson, you will see a student being challenged to think more specifically about her chosen audience and how she is guided to reconsider her choice of audience to better align with her purpose. <i>This is a crucial prewriting step.</i></b>
	<b>KDE Division of Curriculum</b>	<b>Cherry introduces Gaye's classroom segment.</b>
	<b>High School Science Class</b>  <b>Gay Foster</b>	<b>Gaye leads her high school chemistry class in a prewriting activity that focuses on purpose and audience for a feature article. She makes the following key points: She keeps science at the center of the writing. She provides student choice in the audience. She provides guidance in analyzing the audience to determine if there is a match between who needs to know what you are writing and why they need to know the information.</b>
	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>




## **Chapter 2: “Motivation” Intro**

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment Time: 1 minute 10 seconds</b>
	<b>KDE Assistant Director Division of Curriculum</b>	<b>Cherry gives an overview of the content of the following chapter videos.</b>












## **Chapter 2: “Motivation” Educators Section**




<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment Time: 13 minutes 19 seconds</b>
	<b>KDE Division of Curriculum</b>	<b>Cherry introduces the chapter segment.</b>
	<b>Primary</b>	<b>In addition to emphasizing to the students that they are authors, Artavia provides opportunities for them to have authentic reasons for writing, including authentic publishing of their work.</b>

 Jennifer Andes	<b>Kindergarten</b>	<b>In this video segment, Jennifer suggests a variety of audiences that are interested in the writing of young children.</b>
 Amy Grimm	<b>Intermediate</b>	<b>Amy is intentional in helping her students see themselves as writers. Amy gives specific examples of how she addresses the students and a rationale for why she feels this is important to motivation.</b>
 Elizabeth Dinkins	<b>Middle School Language Arts</b>	<b>Elizabeth calls her students writers from day one. She sets the expectation that they will act like writers and do what writers do. She gives examples of those behaviors and skills.</b>
 Cherry	<b>KDE Division of Curriculum</b>	<b>Cherry provides transition for chapter segment.</b>
 Eddy Bushelman	<b>High School Social Studies</b>	<b>Eddy shares his thoughts about student choice in what and how they write as a motivation for students to write.</b>
 Kelly Danhauer Intermediate Teacher	<b>Intermediate</b>	<b>Kelly discusses allowing students to have choice and ownership in the construction of the writing tasks.</b>
 Gaye Foster	<b>High School Science</b>	<b>Gaye advocates “choice equals voice” as a powerful tool when guiding student writers. She discusses the difference in assigning a piece and teaching the writer.</b>
 Vanessa Hahn	<b>Middle School Social Studies</b>	<b>Vanessa discusses a writing project that blends choice with a writing assignment.</b>
 Bryan Crandall High School English Teacher	<b>High School Language Arts</b>	<b>Bryan tells of his transition from assigning pieces to offering choice for his students in what they write. He gives a specific example of this in his classroom and how it creates more voice in his student writers.</b>
 Lynette Hadley	<b>High School Science</b>	<b>Lynette discusses the importance of students understanding who wants to know about what they are writing. She makes the point that without an authentic audience there is no purpose for writing.</b>
 Renee Buchanan	<b>Middle School</b>	<b>Renee continues to emphasize the importance of students seeing that their writing has value and that people other than the teacher will read their work. She gives examples of ways to provide this.</b>
 Bryan Crandall High School English Teacher	<b>High School</b>	<b>Students need to have their work published. Bryan describes a process that allows his junior year students to write for a real audience and real purpose.</b>
 Betsy Fredericks	<b>Intermediate</b>	<b>Betsy shares that her students want to know that their work is meaningful and they are motivated by seeing their work published. She gives examples of how she makes that happen.</b>






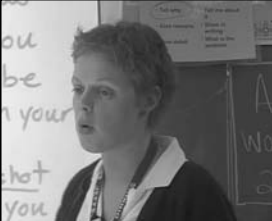

 Vanessa Hahn	<b>Middle School Social Studies</b>	<b>Vanessa explains how she provides an audience for her eighth grade students' editorials.</b>
 Rhonda Boyce Middle School Writing Specialist	<b>Middle School Writing Specialist</b>	<b>Rhonda also gives examples of publication ideas and why it is important to ensure that students have authentic audiences for their writing.</b>
 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>





## **Chapter 2: “Motivation” Students Section**

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment</b>	<b>Time: 8 minutes 2 seconds</b>
 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry introduces the chapter segment.</b>	
 Cole	<b>Middle School</b>	<b>Cole shares his feelings about having a choice in what he writes.</b>	
 Keren	<b>High School</b>	<b>Keren explains that she hates writing that is planned for her.</b>	
 Stacy	<b>Middle School</b>	<b>Stacy shares that she writes best when she has feelings about her topic. She gives specific examples of some of those topics.</b>	
 Bentley	<b>Intermediate</b>	<b>Bentley expresses how he wants to have choice in his writing assignments.</b>	
 Lindsey	<b>Upper Primary</b>	<b>Lindsey tells how her teachers make use of a heart map to help her generate and choose topics to use in her writings.</b>	
 Gabby	<b>Middle School</b>	<b>Gabby explains that writing about topics that she chooses makes it easier for her to write because of the experiences she brings to the topic.</b>	
 Elias	<b>Middle School</b>	<b>Elias advises teachers to give students choice in their writing.</b>	
 Emily	<b>High School</b>	<b>Emily discusses how getting to choose her topic motivates her to write. She also shares that getting to publish her writing in a classroom magazine is exciting.</b>	
 Lindsey	<b>Upper Primary</b>	<b>Lindsey shares that she is motivated to write a poem because she will enter it in a contest that could lead to her poem being published.</b>	
 Katherine	<b>4<sup>th</sup> Grade</b>	<b>Katherine tells about two ways she is sharing her writing with authentic audiences.</b>	


 Keshawn	Upper Primary	Keshawn lists a variety of topics that motivate him to write. He shares in detail one goal he has for writing a book and why he wants to write it.
 Channing	Middle School	Channing expresses her delight in the piece about her grandmother.
 Cherry Boyles KDE Assistant Director, Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter segment.

## Chapter 2: “Motivation” Classrooms Section




Look For:	Level	Summary of the Video Segment Time: 8 minutes 26 seconds
 Cherry Boyles KDE Assistant Director, Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
 Artavia Acklin	Upper Primary	Artavia shares with the class topics that students have chosen and why those topics are important to them.
 Cherry Boyles	KDE Division of Curriculum, Cherry Boyles	Cherry introduces Jennifer’s classroom segment.
 Jennifer Andes	Kindergarten	Jennifer provides her student with an audience as he shares his writing with her. She models questioning, listening and responding as he reads his piece to her.
 Cherry Boyles	KDE Division of Curriculum, Cherry Boyles	Cherry introduces Elizabeth’s classroom segment.
 Elizabeth Dinkins	Middle School	Elizabeth helps students establish a focus for a reflective piece. This segment provides a good model for guiding students to think about how to choose a focus that will allow them to write with detail and support. She encourages the use of questioning and exploration.
 Cherry Boyles	KDE Division of Curriculum, Cherry Boyles	Cherry introduces Gaye’s classroom segment.

	<b>High School Science</b>  <b>Gaye Foster</b>	<b>In this video segment, Gaye discusses and demonstrates how she aids students in choosing topics that will relate to science and to their interests. This is a model for a “divide the pie” activity.</b>
	<b>KDE</b> <b>Division of Curriculum,</b> <b>Cherry Boyles</b>	<b>Cherry introduces Meredith’s classroom segment.</b>
	<b>Primary</b>  <b>Meredith Schroeder</b>	<b>Meredith guides her students to review the steps of the writing process through a rap and reading a book aloud to them. The focus of this lesson is publishing.</b>
	<b>KDE</b> <b>Division of Curriculum</b>  Cherry Boyles KDE Assistant Director Division of Curriculum	<b>Cherry concludes the chapter segment.</b>







### **Chapter 3: “Prewriting” Intro**

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment Time: 1 minute 3 seconds</b>
	<b>KDE</b> <b>Assistant Director</b> <b>Division of Curriculum</b>  Cherry Boyles KDE Assistant Director Division of Curriculum	<b>Cherry gives an overview of the content of the Prewriting videos.</b>





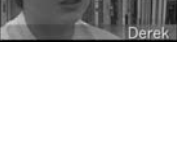
### **Chapter 3: “Prewriting” Educators Section**









<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment Time: 7 minutes 20 seconds</b>
	<b>KDE</b> <b>Division of Curriculum</b>  Cherry Boyles KDE Assistant Director Division of Curriculum	<b>Cherry introduces the chapter segment.</b>
	<b>Primary</b>	<b>Meredith shares how she uses writing to learn as a prewriting activity. She provides details of how students are guided to use their learning logs to reflect on their learning and thinking.</b>
	<b>Intermediate</b>	<b>Amy discusses how she allows lots of time for students to reflect and collect ideas about potential topics for writing. She advocates the use of models to help students see what good writers do.</b>





 Elizabeth Dinkins	Intermediate	Elizabeth encourages teachers of writers to write for their students and model the thinking of writing. She makes the point that just as read aloud/think aloud is important for reading; so is write aloud/think aloud for writing.
 Jennifer Andes	Middle School Language Arts	Jennifer discusses the need to model writing for her kindergarten students. She demonstrates the modeling as she teaches a lesson on dialog to her students.
 Gaye Foster	High School Science	Gaye talks about the need to provide time for students to research and learn about their potential topic.
 Bryan Crandall High School English Teacher	High School Language Arts	Bryan elaborates on writing that is generated from a research paper assignment that transitions into a senior project. He describes in detail the variety of real world writing that students do in order to complete the project.
 Vanessa Hahn	Middle School Social Studies	Vanessa provides an organized plan for helping students in her eighth grade Social Studies class choose a topic for the required editorial. She gives details on how the process helps them eliminate topics that would not generate enough information to support their ideas.
 Cherry Boyles DE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter segment.


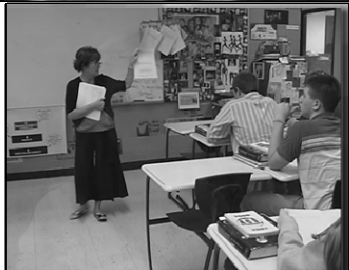





### Chapter 3: “Prewriting” Students Section

Look For:	Level	Summary of the Video Segment Time: 7 minutes 42 seconds
 Cherry Boyles DE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
 Rachel	4 <sup>th</sup> Grade	Rachel talks about the use of graphic organizers as an aid to prewriting
 Margaret	Middle School	Margaret discusses how her teacher provided help in the organization for the feature article.
 Channing	Middle School	Channing shares how a 4-block tool helps her to organize her thoughts for writing.
 Derek	Middle School	Derek also discusses a system his teacher provides for organizing thoughts prior to writing. He shares sources for the information that he gathered on his topic.


 Hannah Jennifer Andes	<b>Kindergarten</b>	<b>Jennifer questions Hannah about how she gets ideas for her writing.</b>
 Katherine	<b>4<sup>th</sup> Grade</b>	<b>Katherine shares her thinking about choosing her topic for her persuasive piece. She mentions the use of a focus wheel as a helpful tool in her prewriting.</b>
 Cole	<b>Middle School</b>	<b>Cole tells that his teachers enhance his thinking about his writing by asking several why questions about his choice of topics.</b>
 Emily	<b>High School Science</b>	<b>Emily discusses her choice of the topic for her feature article. She also shares about how she gets the information she needs to inform about her topic.</b>
 Keren	<b>High School</b>	<b>Keren shares her topic choice for the feature article that she is writing and elaborates on how she is researching her topic to learn more about it.</b>
 Rachel	<b>4<sup>th</sup> Grade</b>	<b>Rachel likes to write poetry based on what is real. She explains how she researches to find out the truths about the topics she features in her poetry.</b>
 Janessa	<b>High School</b>	<b>Janessa expresses why her topic is so important to her. She shares the process she used to explore her topic.</b>
 Cherry Boyles KDE Assistant Director Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>

### **Chapter 3: “Prewriting” Classrooms Section**











<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment Time: 10minutes 34 seconds</b>
 Cherry Boyles KDE Assistant Director Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>
	<b>Intermediate</b>  <b>Kelly Danhauer</b>	<b>Kelly leads a discussion with her students in reviewing how students choose their topics</b>




	<b>KDE Division of Curriculum, Cherry Boyles</b>	<b>Cherry introduces Gaye's classroom segment.</b>
	<b>High School Science  Gaye Foster</b>	<b>Gaye guides her classroom to complete a graphic organizer that will help them to begin to organize their ideas about their topic or idea. She does this with an emphasis on what the audience already knows and what the audience needs to know about the topic or idea. This process analyzes the audience. She uses peer and group work to accomplish this.</b>
	<b>KDE Division of Curriculum, Cherry Boyles</b>	<b>Cherry introduces Amy's classroom segment.</b>
	<b>Intermediate Amy Grimm</b>	<b>Amy models a lesson on analyzing the audience of the persuasive letter. She shares a piece that she has written with her students as a teaching tool. She provides students with her thinking and processes that created her piece. She refers to a model for support of their topics.</b>
	<b>KDE Division of Curriculum, Cherry Boyles</b>	<b>Cherry introduces Meredith's classroom segment.</b>
	<b>Primary  Meredith Schroeder</b>	<b>Meredith models a conference with a student who is doing research on the computer. The emphasis is on note taking and paraphrasing.</b>
 Cherry Boyles DE Assistant Director Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>

## Chapter 4: “Writer’s Craft” Intro









Look For:	Level	Summary of the Video Segment Time: 40 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Assistant Director Division of Curriculum	Cherry gives an overview of the content of the Writer’s Craft chapter videos.

## Chapter 4: “Writer’s Craft” Educators Section

Look For:	Level	Summary of the Video Segment Time: 11 minutes 40 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
 Kelly Danhauer Intermediate Teacher	Intermediate	Kelly explains how she involves her students in reading like writers and how that impacts their own writing. She offers specific guidelines as to how to use this approach with students.
 Chandra Emerson	Middle School Language Arts	Chandra has her students read different genres to provide models for writing. Questioning, journal writing, and analysis provide opportunities for students to reflect on the writer’s craft.
 Artavia Acklin	Upper Primary	Artavia helps her students make the reading/writing connection in a variety of ways. She shares specifics on how she helps her students to read like writers.
 Karrie Irons	Intermediate	Karrie discusses a variety of models that are used to help students see and analyze the work of a variety of authors.
 Gaye Foster	High School Science	Gaye shares how she uses the reading of nonfiction relating to science as models for her students. She provides detailed explanation of the process and application of this strategy.
 Jennifer Andes	Kindergarten	Jennifer describes how she teaches the writer’s craft in a kindergarten classroom. This involves highlighting writing features in the literature that they read aloud.
 Elizabeth Dinkins	Middle School Language Arts	Elizabeth promotes the idea of intentionally deconstructing the piece for purpose of examining the writer’s craft as well as reading for the content of the piece. She speaks about nonfiction working well for this activity.
 Amy Humphrey	High School Language Arts	Amy discusses the importance of students seeing the teacher as a writer.
 Meredith Schroeder	Primary	Meredith explains that she shows the students that she is a writer. She shares that by sharing her writing with students they take her more seriously when she teaches them writing.








 Kelly Danhauer Intermediate Teacher	Intermediate	Kelly shares that she feels it is very important for her students to see her as a writer and how she uses the writing process. She considers their input as she writes.
 Eddy Bushelman	High School Social Studies	Eddy shares that he models for students and that he provides models of what he wants them to do.
 Cherry Boyles KDE Assistant Director, Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter segment.

### Chapter 4: “Writer’s Craft” Students Section


Look For:	Level	Summary of the Video Segment Time: 4 minutes
 Cherry Boyles KDE Assistant Director, Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
 Gabby	Middle School	Gabby shares how she uses the reading of texts to help her with her writing.
 Tianna	4 <sup>th</sup> Grade	Tianna shares with her teacher specific examples of how she applies what she learns from reading other students’ writing to improve her own writing.
 Emily	High School	Emily explains that as she reads other authors’ writings she looks for how they make connections on a personal level and to everyday life.
 Derek	Middle School	Derek tells how he looks for ways the author makes the writing more interesting with leads, conclusions and idea development.
 Katherine	4 <sup>th</sup> Grade	Reading other models helps Katherine to gather ideas that she can use in her writing. She also makes the point that in addition to reading poetry, hearing it is important as well. She then knows how to construct her poetry to sound like poetry.
 Elias	Middle School	Elias supports the idea that students learn from seeing their teachers write and by hearing their think-alouds when writing.
 Cherry Boyles KDE Assistant Director, Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter segment.













## Chapter 4: “Writer’s Craft” Classrooms Section




Look For:	Level	Summary of the Video Segment Time: 8 minutes 2 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
	Kindergarten  Jennifer Andes	Jennifer teaches a mini-lesson on how to write and punctuation dialog. She uses a published book to illustrate how authors use dialog in their writing.
	KDE: Division of Curriculum, Cherry Boyles	Cherry introduces Elizabeth’s classroom segment.
	Middle School Language Arts  Elizabeth Dinkins	In this lesson Elizabeth Dinkins guides students to choose a focus for their reflective piece. She uses the model of another student’s writing to illustrate her lesson. This is an effective example of how to use an analysis of a piece of writing to teach the writer.
	KDE Division of Curriculum, Cherry Boyles	Cherry introduces Bryan’s classroom segment.
	High School Language  Bryan Crandall	This video segment shows Bryan illustrating the use of persuasive techniques that writers use to persuade their audiences.
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter segment.

## Chapter 5: “Revising and Editing” Intro











Look For:	Level	Summary of the Video Segment Time: 40 seconds
 Cherry Boyles KDE Assistant Director Division of Curriculum	KDE Assistant Director Division of Curriculum	Cherry gives an overview of the content of the Revising and Editing videos.





## Chapter 5: “Revising and Editing” Educators Section

Look For:	Level	Summary of the Video Segment Time: 13 minutes 18 seconds
 Cherry Boyles DE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
 Sharon Hatton	Elementary Curriculum and Assessment Coordinator	Sharon discusses the importance of analyzing the draft at strategic times. She advises that revision take place at several intervals during the drafting phase. She offers valuable questions that students need to answer as they make decisions about their pieces.
 Vanessa Hahn	Middle School Social Studies	Vanessa discusses how she offers help to her students with the revision of their pieces.
 Meredith Schroeder	Primary	Meredith describes how she guides her students to revise for focus in their pieces. She talks about peer conferencing and also offers some advice as to how she conducts a conference with her students individually. Don't miss her stack trays labeled to represent the steps of writing😊
 Chandra Emerson	Middle School	Chandra shares a variety of ways she gives feedback to students on their writing. She includes electronic conferencing as one of her methods. She highlights that questioning is an important part of the conferencing.
 Susan Norton	High School English	Susan helps students to think about the revision of their pieces with a focus on questions concerning purpose and then audience.
 Eddy Bushelman	High School Social Studies	Eddy discusses how he gives students feedback through notes and conferencing. He prompts their thinking through questions to enable them to add detail and interest to their writing.
 Cherry Boyles	KDE: Division of Curriculum, Cherry Boyles	Cherry provides transition to the next part of the chapter segment.
 Chandra Emerson	Middle School Language Arts	Peer responding is the focus of this video segment. Chandra shares how she instructs students in the art of peer responding. She models and evaluates it as part of the students' grades for the class.
 Cherry Boyles	KDE: Division of Curriculum, Cherry Boyles	Cherry provides transition to the next part of the chapter segment.
 Kelly Danhauer Intermediate Teacher	Intermediate	Kelly explains her method for the instruction of convention and structure in the context of student writing.






 Amy Grimm	Intermediate	Amy discusses two ways she approaches the instruction of conventions and structure as they apply to students' writings.
 Gaye Foster	High School Science	Gaye recognizes her responsibility as a content area teacher to guide students to write with correctness. She discusses ways she helps her students write clearly and correctly while doing it within the context of the science content.
 Cherry Boyles DE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry concludes the chapter segment.







### **Chapter 5: “Revising and Editing” Students Section**

Look For:	Level	Summary of the Video Segment Time: 10 minutes 35 seconds
 Cherry Boyles DE Assistant Director Division of Curriculum	KDE Division of Curriculum	Cherry introduces the chapter segment.
 Janessa	High School	Janessa shares that feedback from others about her writing is a positive thing. She wants people to want to read her work and she regards feedback as a way to know what to do to her writing to make it better.
 Katherine	4 <sup>th</sup> Grade	Katherine explains how ARMS (add, remove, move and substitute) helps her to remember ways to revise. She gives a specific example of how she applies this.
 Elias	Middle School	Elias makes decisions about revision by examining his writing to see if it is appropriate for the form of writing that he has chosen.
 Margaret	Middle School	Margaret uses revision as an opportunity to add more description and detail. She describes a mini-lesson that her teacher conducted that helped her to know how to do this.
 Karen	High School	Karen shares a personal experience that led her to understand what revision is its importance to the writing process.
 Keshawn	Upper Primary	Keshawn describes a process he used to improve a poem he had written.
 Bentley	Intermediate	Bentley tells about a revision he made to a piece he is writing and why he made that decision.
 Emily	High School	Emily realized she needed to add to her piece after conferencing with her peers and also with Ms. Foster, her science teacher. She shares specifics of that in this video segment.
 Rachel	Intermediate	Rachel explains that CUPS (capitalization, punctuation, usage, and spelling) helps her in editing her pieces.


 Katherine	<b>4<sup>th</sup> Grade</b>	Katherine shares how she edits to correct spelling and to identify where line breaks should be in her writing.
 Stephen Jennifer Andes	<b>Kindergarten</b>	Jennifer questions a student about how and why he added words to his piece.
 Bailey	<b>Intermediate</b>	Bailey explains why editing is important.
 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	Cherry concludes the chapter segment.

### **Chapter 5: “Revising and Editing” Classrooms Section**

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment Time: 15 minutes 22 seconds</b>
 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	Cherry introduces the chapter segment.
 Kelly Danhauer	<b>Intermediate</b>	This segment begins with Kelly preparing her students for revising persuasive letters. The segment contains quality visuals that teachers may want to replicate. Kelly has a student identify the “Ex powers” of writing. Kelly explains how she conferences with students and how she prepares students to conference with one another.
 Cherry Boyles	<b>KDE Division of Curriculum, Cherry Boyles</b>	Cherry introduces Chandra’s classroom segment.
 Chandra Emerson	<b>Middle School</b>	Chandra guides her class to revise a piece of writing by adding poetic devices to a memoir. She then challenges them to use the same process to find poetic devices in their writing and to find at least five places where they can add poetic devices to their piece.
 Cherry Boyles	<b>KDE Division of Curriculum, Cherry Boyles</b>	Cherry introduces Gaye’s classroom segment.

	<b>High School Science</b>  <b>Gaye Foster</b>	<b>Gaye challenges her students to review the notes that are on their pieces and to make decisions about how the piece needs to be revised. She refers to a list of characteristics of a feature article and to the ARMS process for revision as tools to help them revise.</b>
	<b>KDE Division of Curriculum, Cherry Boyles</b>	<b>Cherry introduces Meredith's classroom segment.</b>
	<b>Primary</b>  <b>Meredith Schroeder</b>	<b>Meredith conducts a one on one conference with her primary student, asking questions to guide his thinking about his piece.</b>
	<b>KDE Division of Curriculum, Cherry Boyles</b>	<b>Cherry introduces Jennifer's classroom segment.</b>
	<b>Kindergarten</b>  <b>Jennifer Andes</b>	<b>Jennifer begins this segment by conferencing with a student about editing her piece for correct punctuation. She then conducts a lesson with the whole class about a strategy for spelling long words.</b>
	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>






### Next Steps: Intro

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment    Time: 50 seconds</b>
	<b>KDE Assistant Director Division of Curriculum</b>	<b>Cherry gives an overview of the content of the Next Steps videos.</b>










### Next Steps: Leadership


<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment    Time: 6 minutes 59 seconds</b>
------------------	--------------	---













 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	Cherry introduces the chapter segment.
 Tim Henner Superintendent	<b>Superintendent</b>	Tim discusses the importance of focusing on literacy. He emphasizes the importance of thinking and writing in the content areas. He discusses training that his district has supported.
 Latisha Sparks District Curriculum Resource Teacher	<b>District Resource Curriculum</b>	Cluster leaders and curriculum leaders have district-wide conversations about writing instructional needs.
 Dewey Hensley Principal	<b>Principal</b>	Dewey discusses the need for a school-wide, six-year plan for writing instruction that includes best practice for teaching writing. He also emphasizes the power of writing in developing the total student.
 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	Cherry concludes the chapter segment.

### **Next Steps: Preparation**

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment      Time: 12 minutes 55 seconds</b>
 Cherry Boyles KDE Assistant Director, Division of Curriculum	<b>KDE Division of Curriculum</b>	Cherry introduces the chapter segment.
 Victoria Bennett Middle School Science	<b>Middle School Science</b>	Victoria shares that professional development, attending conferences and her school's literacy coach have contributed to her capacity to teach writing in her content area classes.
 Eddy Bushelman High School Social Studies	<b>High School Social Studies</b>	Eddy credits the Western Kentucky University Writing Project with improving his skills of teaching writing in his high school social studies classes.
 Elizabeth Dinkins Middle School Language Arts	<b>Middle School Language Arts</b>	Elizabeth discusses a variety of ways she prepares to teach writing. She highlights the value of the writing workshop.
 Rhonda Boyd Middle School Writing Specialist	<b>Middle School Writing Specialist</b>	Rhonda shares that she prepares to teach writing by writing and reading.
 Amy Grimm Intermediate	<b>Intermediate</b>	Amy shares that her experiences as a writer prepare her to teach writing.
 Lisa Newby High School English	<b>High School English</b>	Lisa discusses how participating in the writing project and using the <u>Kentucky Writing Handbook</u> are two ways she has prepared to teach writing.
 Artavia Acklin Upper Primary	<b>Upper Primary</b>	Reading best practice about writing and participating in the Writing Project are ways that Artavia prepares to teach writing.
 Dewey Hensley Principal	<b>Principal</b>	Teachers need to be writers to model for students.

 Cherry Boyles KDE Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>
---	---	--

### Next Steps: Analysis

<b>Look For:</b>	<b>Level</b>	<b>Summary of the Video Segment</b>	<b>Time: 10 minutes 17 seconds</b>
 Cherry Boyles KDE Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry introduces the chapter segment.</b>	
 Robyn	<b>Middle School Math</b>	<b>Robyn discusses how she uses analysis of student writing to determine next steps.</b>	
 Dewey	<b>Principal</b>	<b>Dewey explains a monitoring system used in his school that helps the instructional leadership team to determine the instructional needs.</b>	
 Amy Grimm	<b>Intermediate</b>	<b>Amy uses analysis of student work to determine students' needs and evaluate her instruction. She discusses the value of analysis of student work in teacher teams.</b>	
 Jennifer Anders	<b>Kindergarten</b>	<b>Jennifer gives specific examples of how she responds to the analysis of student work.</b>	
 Emily Reese	<b>Intermediate</b>	<b>Emily uses analysis to inform students' needs.</b>	
 Elizabeth Dinkins	<b>Middle School Language Arts</b>	<b>Elizabeth determines her next whole group lesson based on analysis of student work.</b>	
 Artavia Adkin	<b>Intermediate</b>	<b>Artavia uses analysis of student work to make instructional decisions with respect to students' needs.</b>	
 Frank Colley	<b>Middle School</b>	<b>Frank discusses the process he uses in guiding a team of teachers in analyzing student work.</b>	
 Cherry Boyles KDE Division of Curriculum	<b>KDE Division of Curriculum</b>	<b>Cherry concludes the chapter segment.</b>	